

Clay Hill Middle School

387 South Railroad Avenue
Ridgeville, South Carolina 29472

Grades 6-8 Middle School

Enrollment 132 Students

Principal Kenneth Pinkney 843-851-7386

Superintendent Jerry Montjoy, Interim Superintendent 843-563-4535

Board Chair Kenneth Jenkins, Ed.D 843-563-3228

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	3	26	10

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 7 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	N/A	N/A	N/A
2004	N/A	N/A	N/A
2005	N/A	N/A	N/A
2006	Below Average	Below Average	No

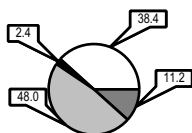
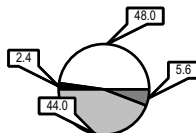
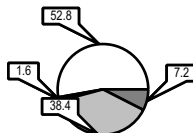
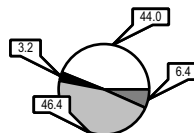
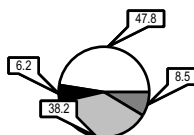
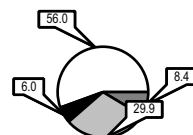
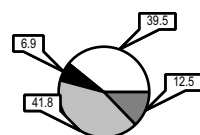
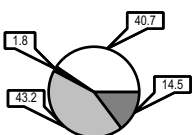
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

96.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

END OF COURSE TESTS

Percent of students scoring 70 or above on:

	Our School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	57.1	90.2
English 1	78.6	87.6
Biology 1/Applied Biology 2	N/A	55.3
Physical Science	N/A	27.1
All Subjects	67.9	86.2

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	143	97.2	37.2	48.8	11.6	2.5	24.8	No	Yes
Gender									
Male	62	93.5	49.0	49.0	2.0	0.0	8.2	N/A	N/A
Female	81	100.0	29.2	48.6	18.1	4.2	36.1	N/A	N/A
Racial/Ethnic Group									
White	33	97.0	26.1	60.9	8.7	4.3	34.8	I/S	I/S
African American	93	96.8	37.3	48.2	12.0	2.4	22.9	No	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	131	100.0	36.5	48.7	12.2	2.6	26.1	N/A	N/A
Disabled	12	66.7	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	143	97.2	37.2	48.8	11.6	2.5	24.8	N/A	N/A
English Proficiency									
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	139	97.1	35.9	49.6	12.0	2.6	25.6	N/A	N/A
Socio-Economic Status									
Subsidized meals	99	96.0	39.6	44.0	14.3	2.2	26.4	No	Yes
Full-pay meals	41	100.0	30.0	63.3	3.3	3.3	20.0	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	143	97.2	47.1	44.6	5.8	2.5	14.9	No	Yes
Gender									
Male	62	93.5	49.0	46.9	4.1	0.0	8.2	N/A	N/A
Female	81	100.0	45.8	43.1	6.9	4.2	19.4	N/A	N/A
Racial/Ethnic Group									
White	33	97.0	30.4	60.9	8.7	0.0	30.4	I/S	I/S
African American	93	96.8	53.0	38.6	6.0	2.4	10.8	No	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	131	100.0	46.1	45.2	6.1	2.6	15.7	N/A	N/A
Disabled	12	66.7	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	143	97.2	47.1	44.6	5.8	2.5	14.9	N/A	N/A
English Proficiency									
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	139	97.1	47.9	43.6	6.0	2.6	15.4	N/A	N/A
Socio-Economic Status									
Subsidized meals	99	96.0	49.5	42.9	4.4	3.3	13.2	No	Yes
Full-pay meals	41	100.0	40.0	50.0	10.0	0.0	20.0	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	143	99.3	52.8	38.4	7.2	1.6	8.8
Gender							
Male	62	98.4	64.2	30.2	3.8	1.9	5.7
Female	81	100.0	44.4	44.4	9.7	1.4	11.1
Racial/Ethnic Group							
White	33	97.0	45.8	37.5	12.5	4.2	16.7
African American	93	100.0	52.3	40.7	7.0	0.0	7.0
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	7	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	131	100.0	50.4	40.0	7.8	1.7	9.6
Disabled	12	91.7	80.0	20.0	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	143	99.3	52.8	38.4	7.2	1.6	8.8
English Proficiency							
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	139	99.3	52.1	38.8	7.4	1.7	9.1
Socio-Economic Status							
Subsidized meals	99	100.0	56.8	35.8	6.3	1.1	7.4
Full-pay meals	41	97.6	40.0	46.7	10.0	3.3	13.3

Social Studies							
All Students	143	99.3	44.0	46.4	6.4	3.2	9.6
Gender							
Male	62	98.4	49.1	39.6	9.4	1.9	11.3
Female	81	100.0	40.3	51.4	4.2	4.2	8.3
Racial/Ethnic Group							
White	33	97.0	29.2	45.8	16.7	8.3	25.0
African American	93	100.0	46.5	47.7	3.5	2.3	5.8
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	7	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	131	100.0	40.9	48.7	7.0	3.5	10.4
Disabled	12	91.7	80.0	20.0	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	143	99.3	44.0	46.4	6.4	3.2	9.6
English Proficiency							
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	139	99.3	43.8	47.1	5.8	3.3	9.1
Socio-Economic Status							
Subsidized meals	99	100.0	46.3	44.2	6.3	3.2	9.5
Full-pay meals	41	97.6	36.7	53.3	6.7	3.3	10.0

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	35	97.1	50.0	34.4	9.4	6.3	15.6
	7	53	96.2	31.8	50.0	18.2	0.0	18.2
2006	8	55	98.2	33.3	57.8	6.7	2.2	8.9
Mathematics								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	35	97.1	34.4	59.4	3.1	3.1	6.3
	7	53	96.2	47.7	36.4	11.4	4.5	15.9
2006	8	55	98.2	55.6	42.2	2.2	0.0	2.2
Science								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	35	100.0	66.7	27.3	6.1	0.0	6.1
	7	53	98.1	43.5	39.1	15.2	2.2	17.4
2006	8	55	100.0	52.2	45.7	0.0	2.2	2.2
Social Studies								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	35	100.0	36.4	51.5	9.1	3.0	12.1
	7	53	98.1	50.0	43.5	2.2	4.3	6.5
2006	8	55	100.0	43.5	45.7	8.7	2.2	10.9

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 132)				
Students enrolled in high school credit courses (grades 7 & 8)	59.1%	N/R	11.4%	16.7%
Retention rate	4.2%	N/A	2.9%	2.5%
Attendance rate	96.3%	N/A	96.1%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.8%	N/A	2.8%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	2.8%	N/A	2.7%	1.0%
Eligible for gifted and talented	7.5%	N/A	12.2%	15.6%
On academic plans	0.0%	N/AV	48.7%	39.9%
On academic probation	0.0%	N/AV	0.1%	0.7%
With disabilities other than speech	9.6%	N/A	13.8%	12.4%
Older than usual for grade	1.5%	N/A	6.8%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.5%	N/R	1.0%	0.9%
Annual dropout rate	N/A	N/A	0.0%	0.0%
Teachers (n= 11)				
Teachers with advanced degrees	63.6%	N/A	51.4%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	31.3%	N/A	13.1%	9.1%
Teachers with emergency or provisional certificates	50.0%	N/A	11.6%	5.6%
Teachers returning from previous year	N/A	N/A	82.3%	84.6%
Teacher attendance rate	95.3%	N/R	95.0%	94.8%
Average teacher salary	\$39,856	I/S	\$41,622	\$42,267
Prof. development days/teacher	10.3 days	N/R	11.6 days	11.9 days
School				
Principal's years at school	1.0	N/R	3.5	3.0
Student-teacher ratio in core subjects	17.0 to 1	N/R	20.0 to 1	21.1 to 1
Prime instructional time	90.0%	N/R	90.0%	89.0%
Dollars spent per pupil*	N/A	N/A	\$6,876	\$6,243
Percent of expenditures for teacher salaries*	N/A	N/A	57.8%	59.8%
Percent of expenditures for instruction*	N/A		64.0%	65.2%
Opportunities in the arts	Good	N/R	Good	Good
Parents attending conferences	99.0%	N/R	98.5%	97.4%
SACS accreditation	No	N/R	Yes	Yes
Character development	Average	N/R	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	4.7%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

In our first year, the success of Clay Hill Middle School was fostered by the involvement of the community, School Improvement Council, Parent Teacher Organization, the school and the district. A strong PTA/SIC has been the driving force in developing a strong community based school with plenty of parental involvement. We kept the community informed of school events through mailings, flyers, advertisements and telephone contact.

We have provided our teachers with a number of staff development initiatives to help them improve student achievement. One of the major initiatives was mapping the curriculum to improve instruction. This involved many long hours from our dedicated instructional staff. Another initiative was Explicit Direct Instruction, which provides teachers with the instructional strategies to teach students at the proper instructional level.

We were able to provide computer labs for our students. These labs were used for our computer based instructional programs, academic assistance and our after school instructional programs.

Since 2005-2006 was our first year, the Spring 2006 PACT test results will be the base for our future growth.

Kenneth Pinkney
Principal

Lee Johnston
School Improvement Council Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	8	23	13
Percent satisfied with learning environment	75.0%	77.3%	76.9%
Percent satisfied with social and physical environment	87.5%	77.3%	83.3%
Percent satisfied with school-home relations	71.4%	86.4%	69.2%

*Only students at the highest middle school grade level at this school and their parents were included.